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ABSTRACT

Results of a staff development program designed to enhance participative decision-making through improving the quality circle process are presented in this practicum report. Methodology was based on two sets of interviews--needs assessment and followup--with school leaders at two school sites and onsite observation. After identifying problems in implementing quality circle training in participative decision-making, the researcher collaborated with the school administrator and quality circle liaison person and developed a staff development model to improve utilization of the quality circle process and techniques. A conclusion is that the practicum implementation was successful in identifying needs and providing assistance. Recommendations are made for improving network leader training and providing for immediate technical assistance. Appendices contain the needs assessment survey, identified need checklist, final evaluation questionnaire, and staff development model. (49 references) (LMI)

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IMPLEMENTATION OF SUCCESSFUL STAFF DEVELOPMENT, TRAINING AND FOLLOW-UP, USING QUALITY CIRCLE EMPLOYEE INVOLVEMENT IN SCHOOL-BASED MANAGEMENT SCHOOLS

by

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Cluster 30

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the degree of Doctor of Education

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Approved:

8-8-91
Date of Final Approval of Report

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ABSTRACT

Implementation of Successful Staff Development, Training and Follow-up, Using Quality Circle Employee Involvement in School-based Management Schools. Petersen, Margaret B., 1991: Practicum Report, Nova University, Ed.D Program in Early and Middle Childhood. Inservice Training/Quality Circles/School Based Management/ Employee Involvement/ Staff Development/ Shared Decision Making

This practicum was designed to determine what elements of training and staff development were necessary to successfully transfer training in the quality circle process and techniques from the training session to the school site to enable staff to become involved in the decision making for the school.

The writer interviewed leaders at two school sites, determined the needs at each school, and assisted the school personnel to improve the use of the quality circle process and tools in the school's decision making model for staff involvement. The writer worked with the administrator and the quality circle liaison person at each school site to review the techniques of quality circles and group process.

The results of the final interviews with the school leaders indicated that the practicum implementation was successful. The writer designed a staff development model which could be used with any content to meet the requirements of having on site experts with skills in adult training at each school site.

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8-15-91 Margaret B Petersen

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

This practicum was implemented in a large urban school system which established a commitment to support the professionalization of teachers by encouraging employee involvement in school-based management schools. The school district was a recognized national leader in the field of school-based management with participation in the program encouraged by the school board and the local teacher union. The district contained 254 elementary, middle, and senior high schools, 14 special centers, and 30 vocational, adult, and community schools. The student population was listed as 46% Hispanic, 33% Black, 19.8% White, and 1.1% Others. The teaching population was 21% Hispanic, 26.5% Black, 52.1% White, and .4% Others.

The local initiative to support employee involvement was developed as part of the national reform movements which began during the 1980s (Murphy, 1990). The first wave of reform tried to fix the system currently in use by adopting accountability, standards, and monetary incentives. During

the second wave professionalization, restructuring for decentralization, and programs for special groups were the products. The third wave was in progress as the participants were rethinking how services should and could be made available to all students. School-based management (SBM-SDM), begun as a second wave initiative, could be a bridge to the creation of a system which would produce students ready to face their unknown futures. Within the local district the planning for SBM-SDM was completed during the 1986-87 school year with 32 schools selected to participate in the first pilot (Dreyfuss, 1987). Each of these schools was one of the 60 schools to complete a proposal in response to the request for proposals. Each school met the requirements of having principal support, a teacher vote in favor of SBM-SBM, selection of a decision-making model for the school, and a rationale for participation. The number of schools participating in this program was currently 147 with the expectation that all schools would participate in the 1993-94 school year.

One of the original 32 schools selected the quality circle process as its decision-making model (Dreyfuss, 1987). The success of quality circles at this site was shared by the principal with other principals who were struggling with other more complex models. The schools appealed to the local Teacher Education Center to schedule training in the quality circle process for the teachers who were identified SBM-SDM leaders at the school sites.

To support the commitment of the district to the participation of teachers in the shared decision making process, the local Teacher Education Center responded to the requests of schools for assistance in implementing the quality circle decision making model by providing two inservice specialists as trainers certified in the quality circle shared decision making process. These trainers were available to train at the school site or at the district training center when requests were received from the schools. Materials adapted to the use of quality circles as the decision making model in the schools were prepared by the two inservice specialists (Sykes & Petersen, 1990).

The quality circle training was completed to date by participants from 42 schools. The district costs for this training, which included substitute costs for the participants and the salary for the trainers, were $566,000. The costs of materials and of training the trainers were not included in this figure.

Writer's Work Setting and Role

The writer was a district level employee who facilitates inservice activities for instructional personnel as a member of the Teacher Education Center staff. The current responsibilities for this position included coordinating a state network grant providing technical assistance to several school districts, coordinating the

implementation of inservice activities requested by the 52 middle schools being introduced to the middle school concept, managing the teacher resource center, and providing quality circle shared decision making training as a member of the district's quality circle training team.

The Teacher Education Center Program began as a federal commitment to assist individuals to continue to be educated while working as teachers (McKenzie,1979). It enabled university and district personnel to work together to meet the needs of the teachers at the school site (Allen, 1980). By working at the site, the instructors developed a support system for the teacher which assisted in the implementation of new strategies at the school. The federally supported teacher centers, at 90 sites, were short lived but encouraged teacher professionalization and supplied a model for the states (Yarger, 1990).

The local district teachor center was funded through state categorical funds and special credits at universities within the state to establish district/university ties while providing for teacher recertification credits and teacher updating. In addition to these responsibilities, the center housed a professional library, graphics laboratory and production center, and a training center to provide services to teachers. A staff of nine inservice specialist/teacher trainers, three administrators, and 14 clerical personnel serviced the needs of over 16,000 instructional personnel. The advisory council of 21 members and the staff were

committed to teachers helping teachers as the central theme for the work of the center. At each school site a Teacher Education Center (TEC) Representative was identified as the on site expert in teacher inservice programming. This representative received one special day of training per year and had an inservice specialist identified as a contact person for the school. This organization was in existence for 14 years. The writer was a TEC Representative before joining the staff 12 years before implementing this practicum.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The quality circle training team at the teacher center identified as a problem the accurate implementation of the quality circle model at school site after the school representatives had completed the leader training at the training center. This problem was identified from the information completed on the end-of-the-year evaluation forms requesting data about the use of quality circles at the school sites. The number of forms returned (12) and the number of schools indicating the effective use of the training at school site (10) compared to the number of schools having completed training (42) supported the concern that some additional follow-up with training and/or coaching at school site should be required.

A quality circle was defined as a small group of people who do similar work and volunteer to meet regularly to identify, analyze, and solve problems, issues, or concerns in their work setting (Beardsley, 1984). The concept of these circles was developed in Japan after World War II by Americans and adapted by the Japanese to their industries

(Robson, 1988). This emphasis on quality and employee involvement was brought to the United States where it was used with great success. To be implemented successfully the process required training in tools and techniques which were used on the job within two weeks (Huge, 1990). Quality circles had a people building attitude which ensured success (Barra, 1989).

The implementation of a school-based management initiative in a school within the district required the use of a procedure that was identified for employee involvement. When the quality circle shared decision making process was selected as the procedure for the school, training was scheduled for the identified cadre or quality circle leaders. This training was designed as a two day workshop to be held at the district training center conducted by the two members of the quality circle training team.

Each school participating in the training selected a network leader to be the process person at the school site and serve as the liaison person with the teacher center. This individual was comparable to a facilitator or coordinator in a business quality circle organization. The network leader did not lead a circle but assisted the circle leaders to follow the process accurately and solve people problems. The position required that the network leader be well trained in group process, group dynamics, and coordination skills (Dewar, 1980).

When the participants returned to the school, the network

leader had only minimal training and was the support person for the circle leaders on site. There was no scheduled follow-up by the teacher center trainers at the school site to guarantee that the techniques and steps of the quality circle shared decision making process were being followed appropriately. The design of the inservice activity included the two days of leader training without any follow-up at school site built in.

Problem Documentation

The successful implementation of employee involvement in school-based management schools, as a response to the national initiative in professionalizaion of teaching, was based upon the appropriate use of a process. In this urban district a commitment was made to participate in school-based management through a proposal system. Each school, in order to participate in the local initiative, was required to prepare a proposal identifying a shared decision making model, have the commitment of the school principal, and have the support of the majority of the faculty in a secret ballot. The proposal was reviewed by the representatives of the administration and the union and accepted with or without revisions. This proposal became the basis for each school's participation in school-based management shared decision making as a local initiative.

Successful implementation required training of the

classroom teachers in new skills to enable them to become participants in this employee involvement effort. The training agent for instructional personnel in the district was the local Teacher Education Center. Through that agency, 42 schools received training in a decision making process based upon the business quality circle model which was adapted for use in the local district schools. Each participant was certified as a local school circle leader with the charge of training the members of the decision making groups at school site in the shared decision making process. At each school a network leader was selected to be the liaison person between the training agency and the school, with the responsibility of supervising the use of the decision making process within the school. That individual could have requested assistance from the trainers if a need was apparent; however, in most instances schools did not recognize the need or were concerned about requesting assistance from a district office.

The basis for offering training in employee involvement was that the employee is a valuable asset to the organization (Crosby, 1986). The employee should be made to feel valued by the group. This happened in a quality circle group which was working to improve the quality of the product within the setting of the organization. Quality circles encouraged self esteem and recognition (Dewar, 1980). Dr. Juran (1989) stated that training should be for the purpose of changing behavior and that quality was

determined by the customer. The business of education had many customers, both internal and external. The training in quality circle data based decision making assisted the school personnel to identify the expectations for quality and to develop plans to meet them.

Another proponent of the quality circle process as a vehicle for labor and management cooperation was Dr. W. Edwards Deming (Gitlow & Gitlow, 1987). The Deming method as described by Walton (1986) was based upon data. Dr. Deming strongly supported the use of simple statistical tools to describe the data collected while following an established process. Using these statistical tools was part of the quality circle training.

The quality circle process was a team process which required the commitment of the individual to the work of the group. Crosby (1979) was clear in the presentation of his ideas that being a team member was not a natural state and did require training. He also stated that change took place over time and that people worked for recognition and praise after a basic salary was established.

The lead teacher for the quality circle project (Sykes,1990) at the Teacher Education Center expressed concern that so few (2) schools had requested follow-up assistance at school site. No required follow-up was built into the original training. The director of the teacher center (Dreyfuss, 1990) reinforced the intention that the training organization support the successful implementation,

at school sites, of the school's selected shared decision making model when it was based on the quality circle process.

Some schools which had been approved as school-based management schools and tried their own model had requested to be removed from the school-based management shared decision making project (Grant, 1990). These schools had been asked by the district to rethink their organization and to give shared decision making another try. Without management support at the school site and the assistance of an external consultant in implementing the process, the opportunity for a decision making model to be unsuccessful was greater (Crocker, Charney, & Chiu, 1984). Employee involvement was the foundation of the school-based management initiative which encouraged teacher professionalization. For successful shared decision making, the model selected needed trained participants who used the process with follow-up assistance which included an expert process person to observe and support the correct implementation (Crocker, Charney, & Chiu, 1984).

Causative Analysis

In response to the national concern for improvement of education through the empowerment of teachers in the decision making process at school sites which had been communicated in a number of reports of commissions and task

forces, the local school district had initiated the voluntary school-based management program. Thirty-two schools were in the initial phase of the initiative. These had been joined by additional schools on a regular basis as the administration, school board, and union continued active support for the project. Each school was responsible for the identification or design of a shared decision making model and its implementation to reinforce employee involvement in the management of the school.

The teachers who were actively participating in this model had not received training in preservice to prepare them for these activities. Preservice education was limited to classroom oriented strategies. Teachers were greatly concerned about their time commitment and lack of skill when they were asked to participate in shared decision making activities (Petersen, 1990). Training was required to assist these teachers to become more comfortable with their participation and their use of time. The successful implementation of a quality circle shared decision making process at the school site depended upon each member of the group knowing and using the established process (Huge, 1990). Quality circles were currently being used in the business community as an incentive to employees to contribute to the success of the company. An article from the National Productivity Report of January 31, 1990 was reprinted in the Quality Digest (Staff,1990). The article described the introduction of the quality circle process

into the Aid Association for Lutherans (AAL). This was a conservative insurance company which restructured to using work teams instead of increasing management. Productivity and volume of business rose as management costs dropped - a striking success story for employee involvement teams. In the same issue (Staff, 1990), another success story at The John Christian Company in Detroit was described by the editor. The operation of the circles had improved the internal communication and facilitated the use of the statistical process control developed by W. Edwards Deming. These examples represented many business success stories demonstrating the effectiveness of the quality circle process in creating a positive customer driven environment.

The Teacher Education Center, by having staff trained in the quality circle shared decision making model, was assisting schools to receive training in a well established model which had been adapted for use in education by two trained staff members. A two person training team scheduled school site personnel for training at the district training center. The participants in these trainer of trainer sessions became the quality circle decision making leaders at the school site. They trained circle members in the techniques and facilitated employee involvement in shared decision making at the site. This training and its appropriate use at the school site was the basis for successful school-based management in those schools selecting this model for employee involvement.

When each school was scheduled for the decision making training, a network leader was identified as the liaison between the training center team and the school site. The responsibilities of this position included being the process person for the decision making groups at the school site. The network leader was responsible to observe the groups and provide expertise for the appropriate use of the process. Little additional training was immediately available for the network leader to make this individual an expert in using this decision making process. Follow-up at school site by the training team was not provided as part of the training program. Staff development inservice activities needed a follow-up as part of the design to ensure accurate and successful implementation (McLaughlin, Marsh, 1978).

Relationship of the Problem to the Literature

Within the framework of a local school district with a commitment to the implementation of school-based management, each school participating identified a model for shared decision making. One school, through its success in using the quality circle process as its decision making model, influenced other schools to use the quality circle process. As a response to the requests for training, the Teacher Education Center established a training team of two certified trainers. This team provided training for participants from 42 schools at a cost of over $566,000.

All training was done at the request of the school sites. The data at the end of the year showed that only 10 schools were willing to state that they were using the process as it was presented in the training. The training team identified as a problem the lack of effective implementation of the training at school sites.

A task force report from the Carnegie Forum on Education and the Ecomony (1986) described aspects of teaching as a career which support the professionalization of the teaching staff. Teachers, as professionals, must be involved in making the decisions at the school by sharing their expertise. With the new format of school-based management, teachers had the opportunity to be part of that process.

For teachers to participate in the management of the schools, they required the development of the skills needed to be successful in their participation in decision making. The process of preparing teachers to be knowledgable was reported in a Phi Delta Kappa Research Bulletin (Prince, 1988). This preparation had a strong staff development component because training was so important to being successful in a change process.

In the National Education Association (Weiss, 1988) sample of 2000 teachers selected to participate in a look at teaching conditions, professional development was identified as an effective source of job knowledge and skills. In the group of teachers surveyed, 60 percent indicated that they

did not have control over their staff development activities.

Among the articles describing and comparing the reports on education school reforms, Timar and Kirp (1989) indicated that for a school to be committed to the reform movement it would have to change how business was done within the school. The three aspects of change that were described as part of the reform movement were (1) the authorized official version as defined in law and rule, (2) the local program as was evident in local initiatives, and (3) the conversation dimension characterized by the talk of teachers and administrators about reform issues. Success in reform includes these three aspects.

Orlich (1989) reviewed the major reports published about reform and the effects of research at school sites. He identified the most important issue as one of effective staff development designed to support changes at the school site. He offered a recommendation that the national effort be placed on hold until local schools could identify their own problems. This would lead to individual schools or districts being responsible for the identification, analysis, and recommendation of solutions for which they would be held accountable.

Since the design and implementation of successful staff development was accepted as a requirement of implementing change, investigating the research on this topic was necessary as part of the preparation for this study. Joyce

and Showers (1980) spent two years examining the research on successful staff development. Their evaluation of the research on helping teachers to master a new approach and use it successfully supported the use of practice and feedback with coaching for application. These elements of staff development design should be included in each inservice activity.

The Rand Change Agent report described by McLaughlin and Marsh (1978) included some factors for successful change at the school level. These factors included collaborative planning, teachers professionally motivated, and training which included learning and support activities. Learning activities and support activities were different and filled different roles in the process. The support activities should be at the site using quality resource personnel. Teachers should feel that they were really being helped. Their participation in making decisions would be a positive factor in the success of a project. The climate of the school was also a major factor for success in change.

The newsletter of the Center on Evaluation, Development, and Research published by Phi Delta Kappa (1983) distributed a volume on inservice education. A panel of national experts contributed to the issue discussing the requirements of successful inservice. Introducing successful change included training, incentives to implement, and follow-up. Inservice was an important part of the educational system as was evidenced by the time and

money expended in these activities. Careful planning was necessary for successful staff development from the awareness to the evaluation. Appropriate follow-up and/or coaching was a most important part of the process for staff development activities which made a difference.

The need for follow-up to support the continued use of skills from inservice activities was reinforced by Orlich (1979) in his "AAIM" sequence. The steps in the process were awareness, application, implementation, and maintenance. The last step, maintenance, provided the continued inservice assistance required for successful implementation of skills.

Wood and Thompson (1980) established guidelines for well designed staff development following the research done on adult learning. They shared information from teachers and administrators which indicated that inservice activities were poorly designed for success. The information from adult education research promoted education based on experiential learning with ample opportunities for practice. Follow-up which included observing the skills being used would encourage appropriate use of skills during practice.

Purinton (1983) conducted a research project to develop a successful inservice program. The project included the designing of an inservice program for an elementary school. Two critical elements of the plan were to include the staff in the planning of the inservice and to provide adequate follow-up to the training session. The project was

implemented at the school site successfully. Again follow-up was shown to be an essential element of successful staff development.

Massey (1980) described a form of follow-up to staff development in the area of reading that was created by 16 school districts who desired more successful staff development. This support was based on site visits by specially trained teachers who observed and demonstrated appropriate skill use by teachers who had completed staff development workshops. This built in support for participants was established in response to research proving the importance of follow-up to success in using new skills.

Walker (1987) presented, at the Association for Quality and Participation in Cincinnati, Ohio, a paper describing the difficulties of having successful implementation of the tools and techniques of employee empowerment. She described the conflicts between the perception that these groups were for the good of management and the perception that these groups would benefit the individual. The common goal of being successful in the marketplace was a binding force; however, the difficulty of integrating the process and structure into the already present management structure worked against having a successful program for employee involvement. Public institutions such as schools were described as needing the commitment of all employees to meet the more vigorous challenges as customers, parents and students, clamour for more and better results for the dollar

invested. The appropriate training and institutionalizing of the steps in the quality circle process was one answer to having more effective workers (Walker, 1987). The use of quality circles and/or the philosophy of employee participation in establishing the environment to encourage quality results was discussed by Barra (1989), Juran (1989), Beardsley (1984), Gitlow & Gitlow (1987), Crosby (1979), and Walton (1986). The use of circles of shared decision making in a school system was described by Fisher (1989) in the Miami Herald. The article mentioned several schools in a local school district which were successfully using the quality circle process as a collaborative model for making school site decisions. Teachers were trained in the use of the quality circle techniques during hands-on training sessions. These teachers then were expected to train others at their schools to participate in the process.

Research reports authored by Phi Delta Kappa (1983), Orlich (1979), Wood and Thompson (1980), McLaughlin, Marsh (1978), Purinton (1983), Joyce and Showers (1980) and Massey (1980) indicated that some form of formal follow-up should be built into the quality circle staff development activites to ensure successful and continued use of the techniques and skills developed during training sessions. Additional reports by Walker (1987), Orlich (1989), Dreyfuss (1987), also supported the use of an employee involvement process to ensure successful employee participation in shared decision making at school site. The quality circle tools and

techniques were indicated as one appropriate choice for employee involvement (Walker, 1987).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The first goal of this practicum was to identify what support was required to facilitate accurate and effective implementation of quality circle tools and techniques at a school site. The principal or assistant principal, the TEC representative, the cadre chairperson, the union steward, and the quality circle network leader at two school sites were selected to describe their perceptions of the specific needs at their schools. The second goal was to determine what changes in the design of the workshop would be necessary to institutionalize school site follow-up as a part of the original training package. The research on staff development requirements and the experiences of the writer in teacher training were the basis for the redesign of the workshop. The third goal was to determine the reality of actually providing appropriate help at the school site to the network leader and the circle leaders to enable them to be confident and comfortable using the quality circle techniques.

With the selection of a quality circle based shared

decision making model, a school had made a commitment to arrange a two day leaders training session for each member of its school-based management cadre and/or its quality circle steering committee. At this point in time most schools had only a minimal acquaintance with the procedures of establishing and successfully implementing a shared decision making model for employee involvement. The district did provide the two day training with the possibility of some assistance if the trainers were available and a request was submitted. There was no specific on site follow-up built into the training sessions. No specific data had been collected which would be used to support the addition of follow-up to the design.

Behavioral Objectives

During the eight month period in which this action research was conducted, the writer was facilitating, at two school-based management school sites, the implementation of employee involvement using shared decision making skills based on quality circles. At the initiation and conclusion of the activity, a survey was conducted at each site with five school site leaders, the principal or assistant principal, the school-based management cadre leader, the quality circle network leader, the Teacher Education Center representative, and the union steward.

In addition, the writer was using the information

collected at the school sites and research in quality circles and staff development to create a workshop model which could be used with any content. The quality circle project lead and the writer reviewed the information to develop changes in the approach to the training in quality circles. The following objectives were projected for this practicum.

1. After reviewing the initial assessment done at two school-based management schools, the writer will identify three areas of need which will require support for successful implementation of quality circle techniques of shared decision making at each school site. (Appendix A)

2. After providing follow-up at school site for seven months to meet the first identified need, three of the five staff members interviewed at each school site will indicate that the assistance provided did support the successful implementation of the shared decision making quality circle process at the school site by giving positive answers to seven statements on the final evaluation checklist. (Appendix B)

3. After providing follow-up at school site for seven months to meet the second identified need, three of the five staff members interviewed at each

school site will indicate that the assistance provided did support the successful implementation of the shared decision making quality circle process at the school site by giving positive answers to seven statements on the final evaluation checklist. (Appendix B)

4. After providing follow-up at school site for seven months to meet the third identified need, three of the five staff members interviewed at each school site will indicate that the assistance provided did support the successful implementation of the shared decision making quality circle process at the school site by giving positive answers to seven statements on the final evaluation checklist. (Appendix B)

5. Following the eight months of on site follow-up to support the successful implementation of shared decision making based upon quality circle techniques, three of the five staff members at each school will indicate that the intervention did enable successful implementation of quality circles at each school site by responding positively to three of the questions in the final interview. (Appendix C)

6. During the period of implementation the writer will review the research and the information collected at the school sites to design an appropriate workshop structure. (Appendix D)

7. During the period of implementation the writer and the quality circle project lead will review the information available and determine changes to be made in the format of the training for quality circle leaders and network leaders.

Measurement of Objectives

The first task accomplished in this action research was an interview using the questions in Appendix A. At each school site, the writer interviewed the principal and/or assistant principal, union steward, liaison with the Teacher Education Center, the school-based management cadre chairperson, and the liaison with the quality circle training team. The surveys were reviewed by the writer to determine the areas of need for each site. A schedule of observations and support activities was created. This schedule was approved by the administrator at each site and the director of the Teacher Education Center. A log of the implementation of these activities was kept. Adjustments in the schedule were made as needed. During the site visits the writer used the evaluation guide from the International

Association of Quality Circles as a resource in determining the effectiveness of the activities observed at school site (Krauss, Keefe,1984). Interventions were planned in cooperation with the project lead trainer so that they would be in keeping with the project goals.

Upon completion of the implementation period, the writer interviewed the five selected staff representatives at each school with the checklist and questions from Appendix B and C. For each site, if three of the interviewed representatives indicated that the project was successful, this would meet the expectations indicated in the specific objectives. Negative responses were discussed with the interviewee to determine why the process was perceived as unsuccessful at that site. The information from these interviews was compared with the initial assessment. The writer kept a log of contacts, interviews, and conversations at each school.

During the implementation of the action research project the writer designed a workshop model (Appendix D) which combined the information received through research and the onsite school interviews. Throughout the time of the writer's work at the two school sites, the writer and the quality project lead were using the data from the schools to assist with revisions of the training emphasis.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The quality circle model was disseminated using a trainer of trainer two day workshop. A survey of schools with school site trainers indicated that only 10 of 42 schools considered that they were effectively duplicating the process.

The commitment of the local school district to the initiation of successful employee involvement through shared decision making in school-based management schools was a response to the national cry for teacher professionalism as introduced by the Carnegie Forum on Education and the Economy (1986). Research studies by Phi Delta Kappa (Prince,1988) and the National Education Association (Weiss, 1988) indicated the need for staff development with input from teachers to support the successful implementation of new strategies in schools. That staff development must include follow-up as part of the design was described in the research of Timar and Kirp (1989), Orlich (1979,1989), Joyce and Showers (1980), Wood and Thompson (1980), Purinton (1983), Massey (1980), and McLaughlin and March (1978).

Steps introducing the use of a new skill into an established organization were also necessary for the use of shared decision making based on the quality circle model as presented in a paper by Walker (1987) at the Association for Quality and Participation conference. With these studies clearly indicating the need for on site support for the appropriate use of new skills that were part of a new process, the writer investigated possible strategies that might be included in the activities to meet the needs of the participants at the school sites.

Miller and Nelson (1987) addressed the problem of helping circles to determine what problems were appropriate for the particular circle to choose to work through. They recommended a tool which was used at Boeing Computer Services to identify the responsibility window for the team. That tool could be used by circles that were having difficulty in clearly identifying the problem which could be worked on successfully.

Greene (1987), who was the excellence coordinator at IBM Corporation in Endicott, New York, acknowledged that conflict is a natural occurance within groups. His recommendations on managing the conflict to make it a positive energizing force could be useful to decision making groups at the school sites. Working through conflict, as the group moved from identifying the "fuzzy mess" to data collection to defining the opportunity for improvement, promoted positive interaction and developed a stronger

group.

Manning and Johnson (1987) of the Burroughs Wellcome Company were quality circle professionals who were concerned about group dynamics. They presented six steps to encourage successful interactions among people. These six steps were: sacrificing, thinking, organizing, communicating, influencing, and leading. These actions were described as the foundation of success in having people work together.

A standard method of ensuring accurate communication skills was the use of correct feedback. Lucas (1987), a quality circle manager from Intel, expounded on this theme by describing the types of feedback, using specific examples, and by giving the rules to follow to motivate group members to reinforce the use of good communication skills. These suggestions could be part of the implementation part of this practicum.

Additional problems that may occur in communications within groups were described by Henry (1987) who was with the IBM Information Systems Management Institute. He provided information about the pitfalls of perception, groupthink, and building rapport. After the description of each phenomena, he suggested methods to counter the negative possiblities of each concern. Being alert to these communication problems and having the skill to modify their effects within the group may be effective strategies useful for the writer during the action research component.

Abita, Brocato, and Saunders (1987) provided insight

into the contributions of Ishikawa, Deming, and Juran in the establishment of the base for the quality circle movement. They reviewed the PDCA (Plan, Do, Check, Act) cycle which enabled the circle group to consider the total cycle of the concern considered. This process, developed by Shewhart and used by Deming, could also be adapted to enable school site groups to gain an overview of the organization within which they are making decisions.

Two ways for the group to look at its performance were described by Giardino (1987) of Pan Am and Loucks and Crandall (1982) of the Network of Innovative Schools. Giardino presented the performance matrix as an ongoing process of objective measurement of the group activity which would improve the understanding of the work of the group by persons within and outside the group. Loucks and Crandall developed a profile which included the components and requirements of a program which would enable it to be compared to other programs. These tools might be useful to groups in supporting their decision making when preparing for presentations to request permission to implement a solution.

The research of Li-Ping Tang, Tollison, and Whiteside (1986) indicated that the support shown to groups by management was an important factor for the success of the groups. The open support of the work of the group by management encouraged the group to select and solve problems more quickly. These groups also solved more problems.

Management initiation of the use of circles also produced groups which were more productive. This information had a direct influence upon the strategies used on site by the writer in providing assistance to the decision making process.

The research indicated that for successful change to occur at a site certain conditions should be met. These conditions included teacher involvement in the decision, management support, training in the necessary skills, supportive follow-up by an expert, training for an on site specialist to provide continuous support, and an understanding of the importance of the process and its parts.

Description of Selected Solution

The writer implemented the action component of the practicum in two schools with the approval of the administration and the school-based management cadre. These schools were using the quality circle shared decision making process in some way to encourage employee involvement in the school-based management of the school. Each of these schools received support from the writer to improve the use of the techniques and processes of quality circles at the school site. This support included on-site visits by the writer to observe the process in action.

The solution selected for the action research component

of this practicum included a survey to determine need, a plan to meet the selected needs, on site observations of the process in action, assistance provided to the leaders and network leaders, and an evaluation of the results to determine success of the interventions and the possible changes in the training design. Two problems which were expected to be identified were the lack of support from the management and the lack of experience and training for the individual selected as the network leader. Another possible problem was the reluctance of the staff to accept and participate in a new activity which would add to their time involvement and require a commitment to an action oriented group - the same people volunteer to participate in all of the extra activities.

The establishment of need was the first basic rule of all staff development activities and supported by numerous staff development experts. The specific plan of activities was developed collaboratively by the writer and the lead trainer of the district's quality circle project.

The assistance provided to the leaders and network leaders on site was determined by the results of the survey; however, it was expected that many of the recommendations from the research described by Miller and Nelson (1987), Petersen (1990), Greene (1987), Manning and Johnson (1987), Lucas (1987), Henry (1987), and Abita, Brocato, and Saunders (1987) would be included in that assistance.

Miller and Nelson (1987) anticipated the difficulty of

a circle appropriately identifying a problem. Training the network leader to use their responsibility window would help the network leader assist the circle leaders to guide their groups in the problem selection part of the process. Petersen (1990) described the use of effective time management techniques as an important part of training for teachers beginning school-based management shared decision making at their school site. A network leader with good time management skills was an asset to the quality circle leaders. Greene (1987) provided a model for resolving conflict as the group moves from problem selection toward implementing solutions. Assistance by the network leader in using this model was valuable for circle leaders who were experiencing a slowing of the process because of conflict within the group. Manning and Johnson (1987) provided six steps which helped leaders to cope with personal interactions within the group process. Training the network leader in the use of these steps improved his/her skill level.

Lucas (1987) and Henry (1987) researched the use of good communication skills. Much of the difficulty in the accurate implementation of the circle process was based upon poor communications. The additional assistance in this area improved the efficiency of the network leader and through him/her the efficiency of the circle leaders. An essential component of the quality circle process is the necessity to constantly communicate the information about the work of the

circle to all staff members. Good open communication assisted in the reduction of conflict at one site and enabled the other site to be more effective in encouraging increased participation. Abita, Brocato, and Saunders (1987) described the Shewhart Cycle. By providing information about this customer based cycle to the school site quality circle and other school leaders, the environment for accepting and implementing change was improved. Identification of the internal and external customers and considering their needs increased the awareness and understanding of the framework in which education works. This is an essential part of being successful. By sharing with management the research of Li-Ping, Tollison, and Whiteside (1986) indicating the necessity of management support for the success of groups at the work site, management became more aware of the importance of its position in the successful implementation of change at the school.

Based upon the research of Huge (1990) that successful use of skills developed in training required that they be used within two weeks, it was discovered that immediate follow-up at school site was necessary for accurate implementation of the quality circle tools and techniques. These schools had been using the quality circle process for several years. Intervention immediately after the training would have assisted them to implement the process more easily and more accurately. The statements of Dewar (1980)

about the position of network leader, which he calls facilitator, that emphasize the level of training considered appropriate for the person holding that position supported the expectation that the network leaders required additional training to support successful quality circle implementation at the individual school. These individuals were expected to maintain a regular teaching load and in addition fulfill the responsibilities of network leader which included attendance at the circle meeting while helping the leader to follow the process accurately. Additional training was indicated as a necessity for being successful at this position at school sites. Juran (1989) emphasized the idea that quality was determined by the customer. Both internal and external customers must be considered for true quality. The network leaders needed to demonstrate knowledge and understanding of these concepts to be more effective in that position.

The need for follow-up assistance from an outside consultant for successful implementation of a decision making model was supported by the research of Crocker, Charney, and Chiu (1984). Having assistance from a person who was not politically or socially connected with the school site and was able to view the situation from a nonbiased position was most valuable during the implementation of this practicum. That success was determined by the leaders and members knowing and using the appropriate process was established and supported by the

research of Huge (1990).

Through the research conducted for this practicum and the experiences of the writer, some common concerns were identified for the schools involved in the action research component. These issues were expected to include the lack of management support for the circle process, a lapse of time between training and initiation that would be longer than two weeks, a lack of sufficient training for the network leader, the need for outside coaching/assistance to support accurate implementation of the quality circle process and use of tools, development of more effective communication skills, guidance to improve the problem selection techniques, improved time management skills, and increased competence in coping with personal interactions. The selection of issues to be addressed was based upon the results of the initial needs assessment at the school site.

The times of on site visitations depended upon the schedules of the circle meetings and the availability of the network and circle leaders. An additional component of this inservice was meetings with the administration to reinforce the importance of their interest and support of the process to provide an environment for success.

Research was provided in this paper to support the plan of action to meet the objectives stated for this practicum. Glasser (1990) in an article in the Kappan expressed concern that the only organizations which will thrive will be organizations who are concerned with high quality. He also

stated that our schools are not thriving. He favored employee involvement in creating quality schools through shared decision making and lead management. Each of the schools involved in this practicum expressed a strong emphasis on being a quality school and on providing a vehicle for active employee involvement. Doyle (1990,36) cautioned us that wholesale restructuring was not immediate and that lasting change is created from the bottom up. He quoted the chief executive officer of RJR Nabisco, who felt we had studied enough and were ready for action, "No prizes for predicting rain; prizes only for building arks."

Report of Action Taken

After reviewing the list of schools which had staff members trained, the writer selected two to be the sites for the implementation. Both schools had participated in the first year of quality circle training. They represented two levels of instruction. One had been identified as a SBM-SDM school during the initial stages of the local initiative; the other did not begin until the third year. Both had leaders who were forward looking and considered extremely competent. Each school had identified a network leader who was in a leadership role within the school. The selection was discussed with the lead of the quality circle project before the writer made appointments with the principals and the network leaders.

At the initial interview both principals expressed a willingness to participate in the practicum study and described how the quality circle training had been used in the school setting. There were some differences in how the process was perceived by each individual although both considered that the process was helpful to them and useful to the teachers in their employee involvement initiatives. The next step was the interviews with the specific individuals in the roles identified in this study as school leaders. This activity proved to be most interesting. At one location several of the leadership positions were held by the same individual. Other faculty members who held chair positions on the cadre were substituted to complete the specified number of participants. At the other location each position was represented by a different individual.

At the first location, where substitutions were made, all committee and cadre members were trained to use the quality circle process and techniques. There was agreement that the members were using the process in making decisions. Seven projects were listed as having been identified, analyzed, and implemented using the quality circle process. There was, however, also agreement that, when possible, decisions were handled informally rather than strictly using the formal tools. The cadre was monitoring the implementation of the project solutions which had been approved.

At the second location, a larger school, there was

acceptance that the quality circle process was being used for identification and analysis of problems, issues, or concerns. However, areas of disagreement were that adaptations had been made in the process and that all groups were following the steps in the process. All persons interviewed strongly supported the use of quality circles as a successful decision making model for that school.

All individuals interviewed expressed positive experiences with the quality circle training received and with the use of the process and techniques as they were being used at the school site. Both principals expressed their support of the process and the results within the school and faculty. One principal had, in addition, used the process for decision making for a task force at the regional level with very positive results for the teacher and administrative members of the group.

Before identifying the areas of need for each location, the writer observed the cadres using the techniques of quality circles at a meeting and met again with the principals and network leaders. Based upon all data collected to date, the writer and the lead for the quality circle project identified three areas of need for each location. The first location did indeed do much of the decision making in an informal manner. The members of the cadre and committee chairs needed to review the use of the quality circle tools, the commitment to time stressed in the training, and the methods of interaction which would

encourage more participation. The second location was using the quality circle name but was operating under a task team organization. Just as there was disagreement among the participants in answering the questions on the survey, there was conflict on the cadre. In addition to these two problems, the tools and techniques of the circle process were not being used to best advantage.

The writer continued to meet with the cadres and the network leaders to effect some change which would make the use of the quality circle process at the school sites more consistent with the accepted model used in the training sessions. During these meetings it was observed that each cadre was operating well within the expectations of the faculty and administration of the school. The quality circle process had been adapted to use within the existing system and had been strongly influenced by the environment in which it was being implemented. The criteria for success was established within the individual school. And each leadership group had declared that the process was being used successfully at that site.

At the request of the group, a conflict resolution workshop was arranged for the second location to ameliorate the disagreements within the cadre as it faced a major issue brought to it by a task force. This was strongly supported by the administrator who expressed approval of the request and agreed to pay for a retreat to provide a suitable environment for the workshop. At the first location the

cadre members practiced using the tools and being more considerate of the time and each other. They reviewed their training and were made aware to be more careful in their practice of the techniques.

The network leaders at both sites were involved in many activities at the school. They were unable to sit in at all of the meetings of the cadre and committees who were using the quality circle process. Therefore, a process person was available at the meetings to assist with improvement and coaching only during the implementation of this study. This was an unexpected issue at both sites. No formal management presentations were made during the implementation period although several informal ones were observed. In all cases management shared information and specific data willingly and supported the work of the group.

The same individuals at each school were interviewed at the end of the implementation period. They were asked the questions in the Identified Needs Checklist (Appendix B) and the Final Evaluation Questionnaire (Appendix C). In addition they were asked if they had any suggestions about the training program and/or support service that would improve the use of the quality circle model at school sites. All information collected by the writer by interview and observation was considered in reviewing the quality circle training program in effect at the beginning of this project implementation.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

School-based management schools which had been trained to use the quality circle process as a decision making model were experiencing difficulty in implementing the tools and techniques as defined in the training sessions. The quality circle model was disseminated using a trainer of trainer two day workshop. A survey of schools with school site trainers indicated that only 10 of 42 schools considered that they were effectively duplicating the process. In two selected schools the writer interviewed administrators and teacher leaders to identify specific needs and design an intervention strategy specific to each school. On site observation of the process in action provided valuable information to assist the writer to ameliorate the issues identified at each site.

The judgement of the success of the implementation of this practicum was based upon the following specific objectives:

1. After reviewing the initial assessment done at two school-based management schools, the writer will

identify three areas of need which will require support for successful implementation of quality circle techniques of shared decision making at each school site. (Appendix A)

2. After providing follow-up at school site for seven months to meet the first identified need, three of the five staff members interviewed at each school site will indicate that the assistance provided did support the successful implementation of the shared decision making quality circle process at the school site by giving positive answers to seven statements on the final evaluation checklist. (Appendix B)

3. After providing follow-up at school site for seven months to meet the second identified need, three of the five staff members interviewed at each school site will indicate that the assistance provided did support the successful implementation of the shared decision making quality circle process at the school site by giving positive answers to seven statements on the final evaluation checklist. (Appendix B)

4. After providing follow-up at school site for seven months to meet the third identified need, three of

the five staff members interviewed at each school site will indicate that the assistance provided did support the successful implementation of the shared decision making quality circle process at the school site by giving positive answers to seven statements on the final evaluation checklist. (Appendix B)

5. Following the eight months of on site follow-up to support the successful implementation of shared decision making based upon quality circle techniques, three of the five staff members at each school will indicate that the intervention did enable successful implementation of quality circles at each school site by responding positively to three of the questions in the final interview. (Appendix C)

6. During the period of implementation the writer will review the research and the information collected at the school sites to design an appropriate workshop structure.

7. During the period of implementation the writer and the quality circle project lead will review the information available and determine changes to be made in the format of the training for quality

circle leaders and network leaders.

The results of the interviews with the five selected representatives at each site using the statements and questions in Appendices B and C were reviewed by the writer and the lead trainer of the quality circle project and the director at the Teacher Education Center. The information gathered was compared with the data from the pre-implementation interviews.

The success of the interventions for each identified need at each school was judged on the basis of the responses to the checklist in Appendix B. If three of the five representatives replied in a positive manner to seven of the statements in the checklist, the intervention was determined to be successful. Negative responses were discussed to determine how the intervention could have been improved for that site.

The follow-up at each school was judged on the basis of the responses to the questions in Appendix C. If three of the five representatives replied in a positive manner to seven of the questions, the follow-up was judged to be successful at that school. Any negative responses were discussed to determine possible reasons for the unsuccessful intervention.

Judgements were made regarding the appropriate follow-up which might be added to the original training design. These recommendations were presented to the director of the Teacher Education Center for consideration. The writer

designed a model for a staff development workshop which included both the content and presentation skills which the school site leaders expressed as problems. (Appendix D) Both aspects of training were supported in the training model with a coaching component which would enable school site trainers to receive assistance in either or both areas of concern.

At both sites the writer confirmed that the teachers and administrators who were identified as school leaders were strongly positive about the use of quality circles as the decision making model which enabled the faculty to be invloved in the process. There was also a lack of sureness that the process being followed was strictly following the model used in the training sessions for quality circle leaders. This was expressed at both sites by three of the five individuals interviewed at the beginning of the project. At both sites all persons interviewed listed problems, issues, and/or concerns identified, analyzed, and ameliorated through using the quality circle process steps and techniques. Based upon these responses to the needs assessment these schools could be considered models for the implementation of the quality circle training provided by the Teacher Education Center trainers. However, the writer observed the process in use by the school site leadership cadre and discussed the school site model with each principal and network leader prior to determining the needs for assistance at each site. These observations and

discussions confirmed that each set of school leaders did believe that they were implementing the model from the training session. In actuality the training model had been adapted at each school site without this being realized by those persons involved in the leadership roles at the schools. The network leaders who had been identified as the process person at each site had received little additional training to enable them to monitor the initiation of the process. The deviations from the training model were in the areas of organization and consistency. These deviations, however, did not keep those involved from operating an adapted model that was considered successful for the school.

In identifying the needs at each site, the writer determined that within the parameters of this project with the inability to provide continued assistance on a more permanent basis, the needs identified would support the existing use of the school site organization rather than try to effect a change in the school model to have it conform to the training model. Those interviewed expressed strong confidence in their existing structure and shared the evidence of success with the writer with enthusiasm. Needs were identified that would enable them to be more aware of the process, review the use of the tools and techniques, and deal with each other in more understanding ways. The writer was confident that these were objectives that would be a positive addition to their existing structure. Three needs were identified for each school as indicated in Objective 1

for this project.

Each school site network leader was reinforced with the necessity of observing the process in use as often as possible and assisting the other circle members in their use of the tools and techniques. Time was an everpresent concern to these very involved individuals. Additional training was offered to them during this time by the Teacher Education Center quality circle training staff. They also received on site assistance from the writer.

During the time of the implementation of this practicum, the Teacher Education Center quality circle project staff which included the writer, planned and implemented three districtwide training sessions for network leaders, an increased emphasis on technical assistance for schools initiating quality circles at school site, and a conference for network leaders. These initiatives were designed to support schools in transfering the training model to the school site and implementing it more effectively. These methods of assistance had not been available to the project schools when they had received their original training.

The final interviews with the school leaders and the principals indicated that the project had been successful in identifying the needs for each school and providing assistance to support the use of the school site models. This was determined by positive answers from all interviewed using the final checklist (Appendix B) which indicated

success for Objectives 2, 3, and 4. The first site reviewed the basics of the quality circle process and became more conscious of their tendency to deal informally with many concerns rather than to use the established process and of the dangers of using their good personal relationships to exclude rather than include all in the decision making process. The second site recognized that their structure was an adaptation of the training model that was working successfully in their environment, that conflict within the group could be ameliorated, and that the use of the tools and techniques enabled them to be more successful in their dealings with each other. All interviewed with the Final Evaluation Questionnaire (Appendix C) indicated positive responses to nine of the 10 questions. This response supports successful completion of the project as indicated in Objective 5.

The principals at both sites continued to affirm their support for the process and quality circle fact based decision making as the model selected for their schools. They did, however, realize that adjustments were made to adapt the original training model to the individual school. They accepted these adaptations as necessary within the constraints of available time for implementation. Technical assistance by the trainers at the time of initiating the model and more expertise on the part of the network leader would limit the adaptations of the training model.

Conclusions

Based upon the experiences of the writer during the planning, preparation, and implementation of this project and the research completed as part of the preparation, the writer designed a model for implementing successful staff development efforts at school sites (Appendix D). The quality circle training had been offered to school circle leaders who were then responsible for training other peers at school site. At the two school sites selected for this project, the network leaders designated to be the process support individuals at the school initiated the creation of the school quality circle models without the assistance of experts in the process and techniques. This was contrary to the research reports authored by Phi Delta Kappa (1983), Orlich (1979), Wood and Thompson (1980), Joyce and Showers (1980), and Massey (1980).

The assistance offered to the two school sites as part of this implementation was two years after the initial training was received by the school site participants. The research by Huge (1990) indicated that successful implementation of training required that the training be used on the job within two weeks. Immediate technical assistance at the school to assist the network leader and cadre to implement the techniques and process of quality circles using the quality circle model presented in the training session was necessary if that model was to be

initiated as the employee involvement decision making model. An increased emphasis on technical assistance available through the Teacher Center is being made at all quality circle presentations and training sessions. Mailings are being made to all quality circle schools describing the technical assistance available to them upon request. No required follow-up has been added to the current training design due to a lack of personnel and time.

These observations supported the design of the staff development model (Appendix D) which included the aspects of content and presentation techniques necessary for successful transfer of information and skills using a trainer of trainer format with coaching built into each level. This design included a trainer module which concentrated on the skills necessary to present content to adults using appropriate methods and a content module prepared by the content specialists in collaboration with a training specialist. These modules were combined to prepare school site trainers to effectively transfer information and skills and provide for their use. The strengths of this model were that each school site would have one or more resident expert(s) in the content or skills being duplicated as well as the adult learning principles and that coaching was mandated at each level in the design.

The application of these principles of effective staff development to the training in quality circles would enable more schools to institutionalize a model which had a proven

track record of success in employee involvement. Fewer instances of changes in the model from pressures or lack of pressure at the school site would occur. The implementation of staff involvement in the decision making at the school would be enhanced by the time savings and the emphasis on fact based analysis of selected issues. More staff members would develop the skills to participate in the process and become part of the solution.

Recommendations

During the implementation of this practicum, the writer recommended that the network leaders become more skilled at dealing with their peers and receive more training. The Teacher Education Center quality circle project lead scheduled additional training sessions and a conference to increase the skill level and motivation of the network leaders. The emphasis on technical assistance was increased.

Help at the school site immediately after the training session to maintain the basic principles of the quality circle process and the integrity of the techniques as the school begins the employee involvement initiative will insulate the process from adaptation. Inproved communication throughout the quality circle network will facilitate technical assistance interventions when appropriate. This coaching and the development of a site

based expert will greatly improve the accurate, successful continuation of employee involvement using the quality circle process.

Dissemination

The information gained through this practicum experience will be shared with the quality circle trainers and the Director at the Teacher Education Center. The staff development model designed by the writer will be be the basis for a series of articles on staff development and the use of quality circles in an education environment as it relates to the national initiatives in school based management with shared decision making and accountability.

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APPENDIX A

PRE-IMPLEMENTATION NEEDS ASSESSMENT

Pre-implementation Needs Assessment

1. How are you using quality circles as your decision making model in your school?
2. How many staff personnel were trained in the process?
3. How many circles are actively operating at your site?
4. Who is leading the circles?
5. Are all the members of circles trained in the tools and techniques?
6. Do all the circles follow the quality circle process steps?
7. Have any adaptations been made in the process to make it work better at your school site?
8. What factors for success have been built into the program at your school?
9. What projects have been selected by circles at your school?
10. What projects have been completed at your school?
11. Was approval given for implementation after a formal management presentation?
12. Is project implementation being monitored for each solution?
13. Do you consider the use of quality circles as your decision making model successful? Why?

APPENDIX B

IDENTIFIED NEED CHECKLIST

Identified Need Checklist

1. Do group members listen to each other?
2. Are group leaders following the quality circle steps?
3. Is the brainstorming tool used correctly?
4. Are the group members selecting problems they can work on?
5. Is data collection done in a simple but effective manner to verify?
6. Does the group identify and verify cause?
7. Are solutions related to the cause?
8. Does the group make official presentations to management?
9. Does the group follow through on implementation?
10. Is the group monitoring its solutions being implemented?

APPENDIX C

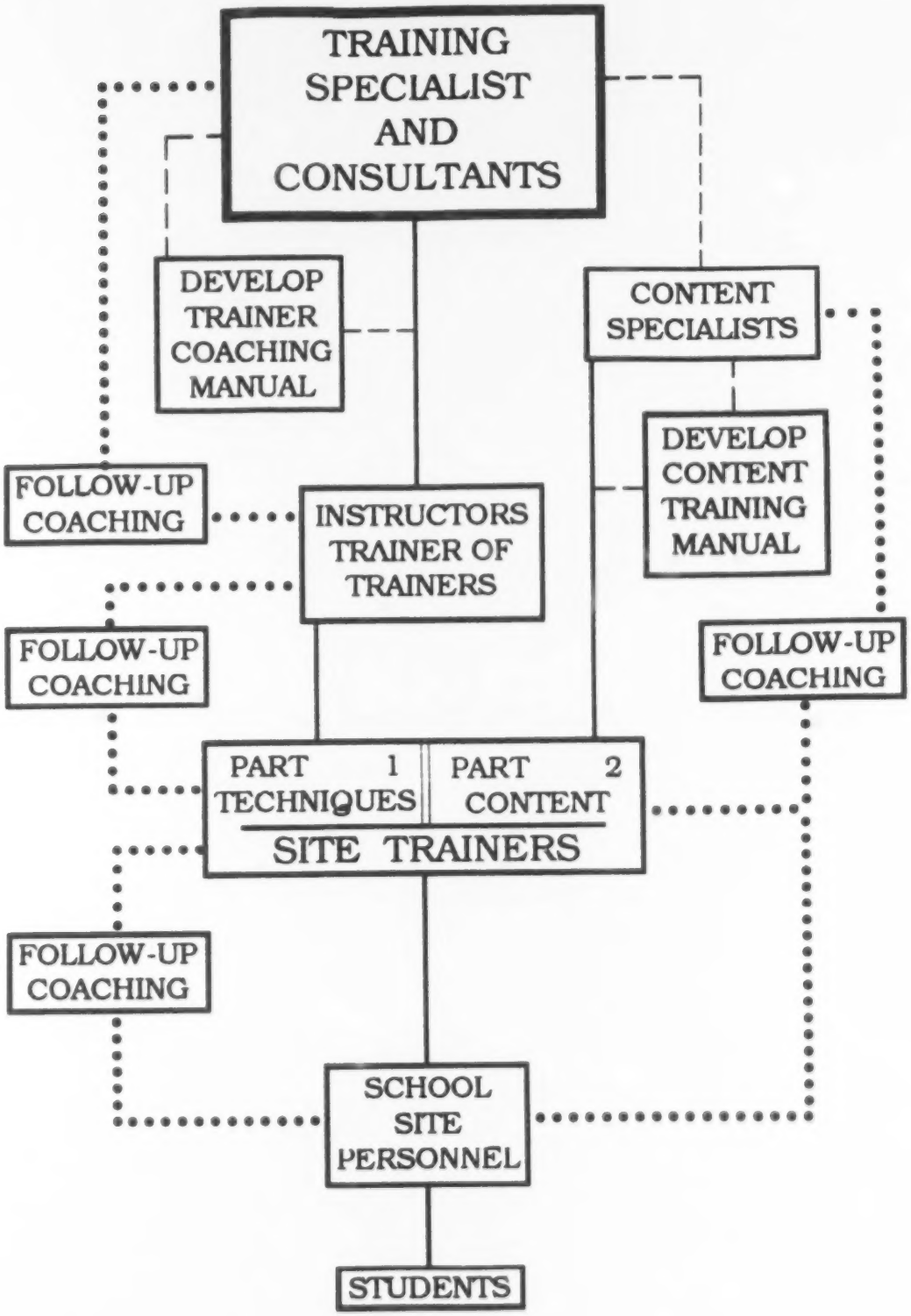
FINAL EVALUATION QUESTIONNAIRE

Final Evaluation Questionnaire

1. Does the group face the issues and make conscious decisions?
2. Does the group accept and acknowledge input from group members and non-members?
3. Do the group members clarify the input from other group members before responding?
4. Does each member represent his/her views honestly and clearly?
5. Does each group member accept the group decisions and support them?
6. Does each group member contribute to the work of the group?
7. Does the group recognize trouble within the group and deal with it?
8. Does the group deal with conflict?
9. Does the group accept responsibility for the actions of the individual members as well as the total group?
10. Does the quality circle shared decision making model improve the employee input into decision making at the school site?

APPENDIX D

STAFF DEVELOPMENT MODEL


TRAINING SPECIALIST AND CONSULTANTS
DEVELOP TRAINER COACHING MANUAL
CONTENT SPECIALISTS
DEVELOP CONTENT TRAINING MANUAL
FOLLOW-UP COACHING
INSTRUCTORS TRAINER OF TRAINERS
FOLLOW-UP COACHING
FOLLOW-UP COACHING
PART 1 TECHNIQUES
PART 2 CONTENT
SITE TRAINERS
FOLLOW-UP COACHING
SCHOOL SITE PERSONNEL
STUDENTS